

Myles W Whitlock Junior High

364 Successful Way
Spartanburg, South Carolina 29303

Grades 7-9 Middle School

Enrollment 576 Students

Principal Virginia A. Jones 864-594-4482

Superintendent Dr. Lynn Batten 864-594-4400

Board Chair David W. Cecil, II 864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	22

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Average	No
2005	Unsatisfactory	Unsatisfactory	No

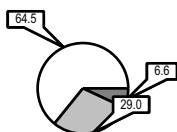
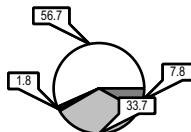
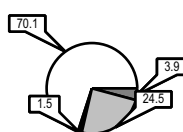
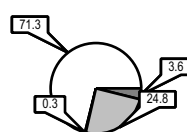
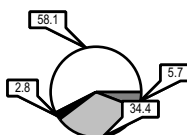
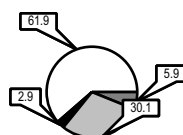
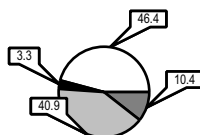
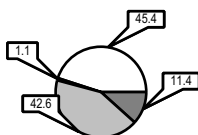
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	379	98.9	64.0	29.3	6.6	0.0	10.6	No	Yes
Gender									
Male	195	99.0	72.5	21.9	5.6	0.0	9.0		
Female	184	98.9	54.2	37.9	7.8	0.0	12.4		
Racial/Ethnic Group									
White	43	100.0	48.6	34.3	17.1	0.0	25.7	I/S	Yes
African American	318	98.7	67.1	28.3	4.6	0.0	8.1	No	Yes
Asian/Pacific Islander	11	100.0	30.0	40.0	30.0	0.0	30.0	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	297	99.7	57.8	34.1	8.1	0.0	12.4		
Disabled	82	96.3	86.3	12.3	1.4	0.0	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	379	98.9	64.0	29.3	6.6	0.0	10.6		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	373	98.9	64.0	29.3	6.7	0.0	10.7		
Socio-Economic Status									
Subsidized meals	326	98.8	65.7	27.6	6.6	0.0	10.5	No	Yes
Full-pay meals	53	100.0	53.3	40.0	6.7	0.0	11.1		

Mathematics – State Performance Objective = 36.7%									
All Students	379	99.5	56.5	33.9	7.8	1.8	16.8	No	Yes
Gender									
Male	195	99.0	59.0	30.9	8.4	1.7	16.9		
Female	184	100.0	53.5	37.4	7.1	1.9	16.8		
Racial/Ethnic Group									
White	43	100.0	34.3	37.1	20.0	8.6	37.1	I/S	Yes
African American	318	99.4	60.0	34.0	5.6	0.4	12.6	No	Yes
Asian/Pacific Islander	11	100.0	30.0	20.0	30.0	20.0	70.0	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	297	100.0	51.0	37.1	10.0	1.9	21.2		
Disabled	82	97.6	75.7	23.0	0.0	1.4	1.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	379	99.5	56.5	33.9	7.8	1.8	16.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	373	99.5	56.7	34.2	7.3	1.8	16.4		
Socio-Economic Status									
Subsidized meals	326	99.4	57.6	33.3	7.3	1.7	16.0	No	Yes
Full-pay meals	53	100.0	48.9	37.8	11.1	2.2	22.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	379	99.2	70.0	24.6	3.9	1.5	5.4
Gender							
Male	195	99.0	73.0	18.5	6.2	2.2	8.4
Female	184	99.5	66.5	31.6	1.3	0.6	1.9
Racial/Ethnic Group							
White	43	100.0	57.1	20.0	11.4	11.4	22.9
African American	318	99.1	73.3	23.5	3.2	0.0	3.2
Asian/Pacific Islander	11	100.0	20.0	70.0	0.0	10.0	10.0
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	297	99.7	63.3	30.1	4.6	1.9	6.6
Disabled	82	97.6	93.2	5.4	1.4	0.0	1.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	379	99.2	70.0	24.6	3.9	1.5	5.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	373	99.2	70.0	24.5	3.9	1.5	5.5
Socio-Economic Status							
Subsidized meals	326	99.4	72.2	23.3	3.5	1.0	4.5
Full-pay meals	53	98.1	55.6	33.3	6.7	4.4	11.1

Social Studies							
All Students	379	99.5	71.2	24.9	3.6	0.3	3.9
Gender							
Male	195	99.0	70.8	24.2	4.5	0.6	5.1
Female	184	100.0	71.6	25.8	2.6	0.0	2.6
Racial/Ethnic Group							
White	43	100.0	40.0	40.0	17.1	2.9	20.0
African American	318	99.4	76.5	21.4	2.1	0.0	2.1
Asian/Pacific Islander	11	100.0	30.0	70.0	0.0	0.0	0.0
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	297	100.0	68.0	27.4	4.2	0.4	4.6
Disabled	82	97.6	82.4	16.2	1.4	0.0	1.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	379	99.5	71.2	24.9	3.6	0.3	3.9
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	373	99.5	71.2	24.8	3.6	0.3	3.9
Socio-Economic Status							
Subsidized meals	326	99.4	73.6	22.9	3.1	0.3	3.5
Full-pay meals	53	100.0	55.6	37.8	6.7	0.0	6.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	209	98.5	57.9	36.4	5.1	0.5	5.6
	8	193	97.4	55.7	37.2	7.1	N/A	7.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	185	99.5	67.7	25.9	6.3	0.0	6.3
	8	194	98.5	59.5	33.3	7.1	0.0	7.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	209	99.0	45.6	33.8	15.4	5.1	20.5
	8	193	97.9	56.5	34.8	6.0	2.7	8.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	185	99.5	59.5	29.7	7.6	3.2	10.8
	8	194	99.5	52.7	38.5	8.3	0.6	8.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	185	99.5	72.2	20.3	5.1	2.5	7.6
	8	194	99.0	67.5	29.0	3.0	0.6	3.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	185	99.5	77.8	19.0	2.5	0.6	3.2
	8	194	99.5	64.5	30.8	4.7	0.0	4.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 576)				
Students enrolled in high school credit courses (grades 7 & 8)	11.3%	Down from 36.3%	8.7%	15.5%
Retention rate	9.1%	No change	4.6%	3.0%
Attendance rate	91.9%	Up from 91.3%	95.2%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.7%	Up from 8.7%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%	Up from 8.1%	7.4%	4.6%
Eligible for gifted and talented	7.6%	Down from 7.9%	7.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.1%	Down from 21.8%	15.3%	13.6%
Older than usual for grade	9.0%	No change	7.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 2.6%	1.3%	0.8%
Annual dropout rate	2.1%	Up from 0.4%	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	51.8%	Down from 61.1%	50.0%	51.8%
Continuing contract teachers	69.6%	Down from 79.6%	66.7%	78.1%
Highly qualified teachers	96.2%	Up from 81.6%	89.5%	89.6%
Teachers with emergency or provisional certificates	8.9%	Up from 2.0%	10.0%	6.0%
Teachers returning from previous year	80.3%	Down from 85.3%	77.1%	85.4%
Teacher attendance rate	92.5%	Down from 93.8%	94.7%	94.9%
Average teacher salary	\$42,200	Down 1.5%	\$39,968	\$41,328
Prof. development days/teacher	18.2 days	Up from 12.2 days	10.6 days	11.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 16.8 to 1	18.6 to 1	21.3 to 1
Prime instructional time	83.1%	Down from 83.3%	87.6%	89.3%
Dollars spent per pupil*	\$7,370	Down 3.9%	\$7,065	\$6,022
Percent of expenditures for teacher salaries*	62.0%	No change	60.2%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	91.5%	Up from 64.0%	91.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In reflection of my second year as the principal of Whitlock Jr. High School, I am encouraged that our aspiration for excellence is within our grasp. Our administrative team has been enhanced by additional staff members. The addition of an assistant principal affords us the opportunity to have one assistant per grade level to better serve our student body. Our team of specialists has increased with the addition of a curriculum specialist and a science specialist to provide leadership, staff development, and resources for our academic departments. A literacy coach provided for teachers a course of study to enlighten and instruct them in combating the problems of reading deficiencies, a reading library, and a variety of materials and methods for teaching.

Our administrative team has implemented many school-wide initiatives to increase student achievement and to ensure students' academic success. Faculty and staff have collectively made our writing program a point of focus. Another school-wide initiative purposed to affect our school climate and to foster harmony and acceptance within a diverse school community. Our focus was mutual respect.

Parents were active as they served on the School Improvement Council and the PTSO, participated during Black History Month, attended Fun Nights sponsored by the academic departments, and supported various fundraising activities.

As a result of all school-wide initiatives and classroom efforts, we have noted a decline in the number of discipline referrals, the number of retentions, and the number of students attending summer school. Individual student achievements in the classroom, in the area of athletics, and in the area of fine arts signify the strides being made academically, socially, and personally. Another indicator of progress has been an increase in the number of students on the honor roll. Increases in MAP scores also indicate academic progress in Math and Reading. We are hopeful that our PACT scores will also reflect the hard work, effort, and energy given by our students and faculty. As we look forward to continued gains and successes for the Whitlock Warrior family, we are proud and enthusiastic.

Virginia A. Jones, Principal
 Pamela Sartor, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	143	22
Percent satisfied with learning environment	55.9%	46.8%	54.5%
Percent satisfied with social and physical environment	65.0%	48.2%	40.0%
Percent satisfied with school-home relations	13.6%	67.6%	40.9%

*Only students at the highest middle school grade level at this school and their parents were included.